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Providing Care and Support for Victims of Crime: Exercises and Assignments

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Providing Care and Support for Victims of Crime

Exercises and Assignments

Alison C. Cares, Ph.D., Assumption College

1. What Do You Know About Crime and Victimization?
2. A Scavenger Hunt for Victim Services
3. Caring for Others: Building Empathy Writing Assignment
4. CPR Beyond This Classroom: Victim Services Learning and Careers
5. Services Evaluation for Victims of Crime
6. CPR Guest Speakers
7. Being a First Responder: Reaction Paper
8. Design Your CPR Plan
9. CPR Quiz

To be used with Faculty Guide

Eckstein, R. P. (2013) Being a First Responder: Providing Care and Support for Victims of Crime. Lowell, MA: University of Massachusetts Lowell.

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Exercise 1

What Do You Know About Crime and Victimization?

Faculty Guide

The purpose of this exercise is to help dispel common misunderstandings about the nature and patterns of criminal victimization. Correct answers to questions are provided below, along with supporting information and citations.

This exercise can be administered in a number of formats:

- **Online (for fully online or blended courses)**
 - ♦ Ungraded online quiz as a teaching tool
 - ~ For individual learning (correct answers, with explanations, show up after students select their own answers or after the quiz is taken as a whole)
 - ~ For classroom learning – faculty can tally answers to help highlight myths and realities of crime and victimization in lecture
 - ♦ Graded quiz to test knowledge after a lecture and/or reading
 - ~ Anonymous quiz
- **In Class**
 - ♦ As a self-graded teaching tool – grade yourself as the answers are revealed through lecture
 - ♦ Graded quiz to test knowledge after a lecture and/or reading
 - ♦ Ungraded as a class teaching tool – pass them in, and use totals to help highlight myths and realities of crime and victimization in lecture
 - ~ Can also be done well using clicker technology for real time results

Other options for adapting this exercise include:

- **Build on this quiz** (additional questions would be needed) to play an in class “quiz show”
- **Adapt assignment** to be an online scavenger hunt for students to find the answers

Answer Key

Correct answers are indicated in **bold print**.

1. Which of the following is a true statement?

- a. Men are more likely than women to be victimized**
- b. Women are more likely than men to be victimized
- c. Men and women are victimized at approximately equal rates

According to the National Crime Victimization Survey (Truman & Planty 2012), in 2011, the rate of violent victimization for males was 25.4 violent victimizations per 1,000 males age 12 or older and the rate of violent victimization for females was 19.8 violent victimizations per 1,000 females age 12 or older. According to the Uniform Crime Reports, Supplementary Homicide Data, in 2011, men were 78 percent of homicide victims and women were 22 percent of homicide victims (<http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2011/crime-in-the-u.s.-2011/tables/expanded-homicide-data-table-1>).

2. Which of the following is a true statement?

- a. Over the last 10 years violent victimization has increased
- b. Over the last 10 years violent victimization has decreased**
- c. Over the last 10 years violent victimization has stayed about the same

According to the National Crime Victimization Survey (Truman & Planty 2012), violent crime rates declined 22 percent between 2002 and 2011.

3. Which of the following is a true statement?

- a. Violent victimization is more common than property victimization
- b. Property victimization is more common than violent victimization**
- c. Violent victimization and property victimization occur in about the same amounts

According to the National Crime Victimization Survey (Truman & Planty 2012), in 2011 there were 5.8 million violent victimizations and 17.1 million property victimizations.

4. Which of the following is a true statement?

- a. Women are more likely to be victimized by a stranger than by someone they know
- b. Women are more likely to be victimized by someone they know than a stranger**
- c. Women are equally likely to be victimized by someone they know or a stranger

According to the National Crime Victimization Survey (Truman, 2011), in 2010 women knew their offenders in 64 percent of violent victimizations.

5. Which of the following is a true statement?

- a. Men are more likely to be victimized by a stranger than by someone they know**
- b. Men are more likely to be victimized by someone they know than a stranger
- c. Men are equally likely to be victimized by someone they know or a stranger

According to the National Crime Victimization Survey (Truman 2011), in 2010 48 percent of violent victimizations of males were by strangers, and 40 percent were by someone they knew.

6. Which of the following is a true statement?

- a. Whites have higher rates of violent victimization than blacks
- b. Blacks have higher rates of violent victimization than whites**
- c. Hispanics have higher rates of violent victimization than Native Americans
- d. Asians have higher rates of violent victimization than Native Americans

According to the National Crime Victimization Survey (Truman & Planty 2012), in 2011 the violent victimization rate was 45.4 violent victimizations per American Indian/Alaska Native age 12 or older, 11.2 per Asian/Native Hawaiian/Other Pacific Islander age 12 or older, 26.4 per black age 12 or older, 23.8 per Hispanic, and 21.5 per white age 12 or older per 1000 persons.

7. Which age group experiences the highest rates of violent victimization?

- a. 12 to 17 years of age
- b. 18 to 24 years of age**
- c. 35 to 49 years of age
- d. 65 years or older

According to the National Crime Victimization Survey (Truman & Planty 2012), in 2011, rates of violent victimization declined with age.

Age	Rate of Violent Victimization (per 1,000 People)
12 to 17	37.7
18 to 24	49.0
25 to 34	26.5
35 to 49	21.9
50 to 64	13.0
65 or older	4.4

8. Approximately what percent of violent crimes are reported to the police?

- a. 30%
- b. 40%
- c. 50%**
- d. 60%

According to the National Crime Victimization Survey (Truman & Planty 2012), in 2011 49 percent of violent crimes were reported to police.

9. Approximately what percent of property crimes are reported to the police?

- a. 30%
- b. 40%**
- c. 50%
- d. 60%

According to the National Crime Victimization Survey (Truman & Planty 2012), in 2011 37 percent of property crimes were reported to the police.

10. Which of the following is one of the most common reasons given by victims for not reporting victimization to the police?

- a. Did not know how to report
- b. Did not have a phone
- c. Did not think the victimization was important enough**
- d. Did not like talking to strangers

According to the National Crime Victimization Survey, the second most common reason for not reporting a violent victimization to the police is “not important enough” (Hart & Rennison 2003).

Works Cited:

- Hart, T.C., & Rennison, C. (2003). *Reporting Crime to the Police, 1992-2000* (NCJ 195710). Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.
- Truman, J.L. (2011). *Criminal Victimization, 2010* (NCJ 235508). Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.
- Truman, J.L., & Planty, M. (2012). *Criminal Victimization, 2011* (NCJ 239437). Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.
- As defined by the National Crime Victimization Survey (NCVS), violent victimization includes aggravated assault, rape and sexual assault, robbery, and simple assault. Property victimization includes burglary, motor vehicle theft, and theft.
- To update this quiz annually, the new findings from the previous year's National Crime Victimization Survey are typically released each fall by the Bureau of Justice Statistics (<http://bjs.ojp.usdoj.gov/index.cfm?ty=tp&tid=9>).

Exercise 1

What Do You Know About Crime and Victimization?

Circle the correct answer to each question below.

1. Which of the following is a true statement?
 - a. Men are more likely than women to be victimized
 - b. Women are more likely than men to be victimized
 - c. Men and women are victimized at approximately equal rates

2. Which of the following is a true statement?
 - a. Over the last 10 years violent victimization has increased
 - b. Over the last 10 years violent victimization has decreased
 - c. Over the last 10 years violent victimization has stayed about the same

3. Which of the following is a true statement?
 - a. Violent victimization is more common than property victimization
 - b. Property victimization is more common than violent victimization
 - c. Violent victimization and property victimization occur in about the same amounts

4. Which of the following is a true statement?
 - a. Women are more likely to be victimized by a stranger than by someone they know
 - b. Women are more likely to be victimized by someone they know than a stranger
 - c. Women are equally likely to be victimized by someone they know or a stranger

5. Which of the following is a true statement?
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 - b. Blacks have higher rates of violent victimization than whites
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 - d. Asians have higher rates of violent victimization than Native Americans

7. Which age group experiences the highest rates of violent victimization?
 - a. 12 to 17 years of age
 - b. 18 to 24 years of age
 - c. 35 to 49 years of age
 - d. 65 or older

8. Approximately what percent of violent crimes are reported to the police?
 - a. 30%
 - b. 40%
 - c. 50%
 - d. 60%

9. Approximately what percent of property crimes are reported to the police?
 - a. 30%
 - b. 40%
 - c. 50%
 - d. 60%

10. Which of the following is one of the most common reasons given by victims for not reporting victimization to the police?
 - a. Did not know how to report
 - b. Did not have a phone
 - c. Did not think the victimization was important enough
 - d. Did not like talking to strangers

Exercise 2

A Scavenger Hunt for Victim Services

Faculty Guide

The purpose of this exercise is for students to:

1. Learn what resources are available to support victims of crime on campus and in the surrounding community.
2. Become familiar with the physical layout of the campus and locations of campus services.

This exercise is designed for an in-person course, but can be adapted to an online course. If adapting to an online course, all scavenger hunt items need to be ones that can be found online. This exercise was designed for the UMass Lowell campus, but can easily be adapted to other campuses.

As faculty adapt this exercise, it is important to structure the assignment in a way that will prevent the people and places on the scavenger hunt from being inundated with questions and scores of students coming to them for the same thing.

An initial helpful step is to notify relevant agencies of the assignment. For the assignment, one option is to divide students up into groups to complete the assignment, instead of having each individual student complete the assignment.

Another option may be to have multiple versions of the assignment so that each group of students gathers information from different resources.

It also may be helpful to provide students with examples of what to say when they call or visit a person or site. This “script” should include that this is part of an assignment for a course and checking that this is an appropriate time to gather information.

Although this exercise can be assigned as an individual or group exercise, encourage students to be creative. The possibilities described below, or others that you or your students think of, can be given as options or the exercise can be structured so that any of the following are required.

- Create a physical paper campus map of services, either building on the existing map provided by the university or creating your own.
- Create an interactive online version of a campus map of services, perhaps including copies of relevant materials and video clips of interviews with staff in relevant campus offices and departments.
- Create a video version of a campus map of services, perhaps including video footage of the physical locations and interviews with staff in relevant campus offices and departments.

Post-Secondary Education:
Integrating Crime Victims' Issues Into College and University Curricula

Please note that some of these options need students to have access to video and/or still digital cameras and editing software. Although many students may have these already (cameras are often a part of their cell phones), you will want to coordinate ahead of time with your campus' media services to make the necessary equipment and software available for students.

Exercise 2

A Scavenger Hunt for Victim Services

This activity was developed for UMass Lowell. Faculty will need to modify the questions and answers for their own campus.

For each on campus site that the scavenger hunt requires you to visit, include information in your assignment on:

- What services or support they offer for students who have been victims of crime
- How to access those services – for example, location, contact numbers, Web sites, eligibility requirements, hours available, and cost, if any.

Answer the questions below by finding and visiting the relevant offices and locations on the UMass Lowell campus:

1. What hours is the Student Health Services Office open?
2. Find one brochure available at the Counseling Center that might be helpful to victims of crime.
3. How would a student living in Fox Hall use UMass Lowell transportation to get to a 3 p.m. counseling appointment at the Counseling Center?
4. How many steps do you have to take to get from Student Health Services to Campus Ministries?
5. Find one brochure available at the Campus Police Department that would be helpful to victims of crime.

Answer the questions below by using the Internet, calling on the phone, or visiting the relevant offices and locations in Lowell and the surrounding area:

1. What places in Lowell can help students file for a restraining order (209A protective order in Massachusetts)? How far are those places from campus?
2. Where is the FOCUS program located and what services does it provide to help victims of crime?
3. Using public transportation, how would a student living in Sheehy Hall get to the Center for Hope and Healing?

Exercise 3

Caring for Others:

Building Empathy Writing Assignment

Faculty Guide

One goal of the *Providing Care and Support for Victims of Crime* program is to teach students how to care and be present for victims of crime, which includes building empathy. This exercise is a short writing assignment to help students understand how victimization may impact people so they can identify with and build empathy for victims of crime. This involves using short videos or readings from victims of crime, and asking students to write a short response paper.

While disclosures are relatively infrequent, this is an assignment that may lead some students to disclose their own experiences with victimization. This is not a reason to avoid this exercise or to be nervous. Clear and easy guidelines are provided in *Teaching About Criminal Victimization: Guidelines for Faculty*. Below are a few key points:

- When introducing the assignment, if the papers are going to be exchanged between students for discussion, make that clear so that students do not write anything they would not want to share with their classmates.
- Let students know that these stories can be emotionally difficult to read or view. If after reading or viewing students feel upset or in need of support, they can refer to the resources on their CPR card (if the *Providing Care and Support for Victims of Crime* program has already been presented in class), to the list of resources included with this assignment, or to a list of or links to resources on any course Web site. Students can also seek out the support of a trusted family member or friend.
- For students who feel this assignment will be too emotionally difficult, be prepared with options for alternate assignments for them to complete.

Possible prompts for the response paper include:

- Discuss the variety of victim responses to crime: What did they say, do and feel? Were there any reactions that were consistent across more than one story? What, if anything, about the reactions surprised you?
- How did those around the victims (such as family, friends, co-workers, criminal justice system personnel) respond to the victim? What did other people do that the victims in the videos/readings found helpful? What did other people do that the victims did not find helpful? What do you think of their responses?
- What kind of assistance or resources were the victims provided? Were there any resources consistently provided? How have these resources helped or not helped? What other assistance or resources might the victims need?

The writing assignment may be followed up in class in a number of ways:

- Full class discussion of the papers.
- Small group work, where students read each others' papers and discuss them.

This exercise may also be adapted to other formats not using a writing assignment:

- View of the video segments in class with related discussion.
- Assign the readings out of class for discussion in class.

In either of these cases, the writing prompts above can be used as for class discussion questions.

Resources:

Faculty can select for themselves which video segments or readings to use. The best practice is to use at least three video segments or readings so students are exposed to a diversity of victim responses.

Suggested Media

Victim Impact: Listen and Learn (U.S. Department of Justice, Office for Victims of Crime). This is 14 short segments with victims of crime (total running time: 57 minutes). Some of the segments that have worked well in the past are #2: Alan and #9: Teri. The segments are available multiple ways.

- 1) Files of each of the 14 segments are available for download through the Office for Victims of Crime Training and Technical Assistance Center (OVC TTAC) at https://www.ovcttac.gov/victimimpact/presenters_toolbox.cfm
- 2) The video in its entirety is available on YouTube: http://www.youtube.com/watch?v=_ghpl4vDZ3s
- 3) A DVD is available from the U.S. Department of Justice, Office of Justice Programs, Office for Victims of Crime. The DVD is free and shipping and handling is \$5. It can be ordered from their Web site: <http://www.ojp.usdoj.gov/ovc/library/videoclips.html>

The Office for Victims of Crime has a wide selection of videos that may be appropriate for this assignment, depending on discipline. For example, for journalism students clips from the *News Media's Coverage of Crime and Victimization* may be appropriate. For criminal justice students, particularly those interested in law enforcement, the *First Response to Victims of Crime* produced by the National Sheriffs' Association, provides some helpful clips. These (and other DVDs) can be ordered from the Office for Victims of Crime Web site (www.ojp.usdoj.gov/ovc/welcome.html) and also can be found on YouTube.

Suggested Readings

Transcending: Reflections of Crime Victims (2001) by Howard Zehr. This paperback book with photos is published by Good Books and is available through major online retailers. The list price is \$18.95.

Victim impact statements from the federal prosecution of Bernie Madoff. There are available online by searching for "victim impact statements Bernie Madoff." Some of the statements that have worked well in past classes are those by Ronnie Sue and Dominic, Norma Hill, Carla Hirschhorn, and Caren Low.

Victim impact statement written by Nancy McAlley on behalf of her daughter Jane Mosher-Buyno. This is included along with this exercise and is used with permission of Nancy McAlley.

Exercise 3

Caring for Others:

Building Empathy Writing Assignment

For this assignment, you will either:

- Read three victim impact statements.

OR

- View three short segments of victim stories.

After reading or viewing, please write a short two- page paper addressing the questions below:

- Discuss the variety of victim responses to crime: What did they say, do and feel? Were there any reactions that were consistent across more than one story? What, if anything, about the reactions surprised you?
- How did those around the victims (such as family, friends, co-workers, criminal justice system personnel) respond to the victim? What did other people do that the victims in the videos/readings found helpful? What did other people do that the victims did not find helpful? What do you think of their responses?
- What kind of assistance or resources were the victims provided with? Were there any resources consistently provided? How have these resources helped or not helped? What other assistance or resources might the victims need?

Stories from victims of crime can be difficult to read or watch. If you feel upset or in need of support after viewing or reading the stories, there is support available. Please refer to the CPR Resource Card you received as a part of the *Providing Care and Support for Victims of Crime* class or refer to the resources listed below. Faculty will need to modify these resources for their own campus.

On Campus

UMass Lowell Counseling Center
978-934-4331

UMass Lowell Student Health Services
978-934-4991

UMass Lowell Police (nonemergency)
978-934-2398

Off Campus

Alternative House 24 Hour Crisis Hotline (Domestic Violence)

888-291-6228

www.alternative-house.org

FOCUS Program (Victims of Violent Crime and Drunk Driving) of Mental Health Association of Greater Lowell

978-458-6282

www.mhalowell.org/focus

Center for Hope and Healing 24 Hour Hotline (Rape and Sexual Assault)

800-842-5212

www.centerforhopehealing.org

Massachusetts Office for Victim Assistance

617-727-5200

MOVA.state.ma.us

Exercise 3

Victim Impact Statement for Jane Mosher-Buyno*

Written and Spoken by her Mother, Nancy McAlley

Your honor, I would like to express to the court and Jacquinda, what the impact of my daughter Jane's death has had on my life. Jane was 25 years old and the mother of Serenity who was 3 years old. There is no way to bring Jane back to us, but today I want to speak to her, so the court and Jacquinda can hear my pain.

Jane, when I heard about your death and the police said that you had been shot by Jacquinda, I felt numb. I was in shock, I couldn't move. All I could think about was getting to you. It didn't matter that you were gone. I needed to be near you and Serenity needed us. I started crying and cried all day long. I cried in the car all the way to Virginia. I cried at the police station when we talked about you and what had happened. We asked if we could please see you. I cried myself to sleep that night.

We were not able to have Serenity stay with us. They didn't know who the family was and she had been put in the care of social services. It was a Friday and we wouldn't be able to have her until Monday. Not only did we have to deal with the pain of losing you, we could not even have Serenity, your daughter, with us.

The next day we had to go through your personal belongings. I don't know how I functioned as well as I did. I was in shock, numb. I only knew that we had to get this done. We would not be in Virginia again for a long time. I was so sad to see the clothes you wore, the jacket that used to keep you warm, the pictures of your daughter Serenity, that you had up in the house. I remembered how you were so proud of her and took her with you everywhere you went. I am devastated that she will never be able to share the love of life that you were able to bring to all the lives of your daycare children and others.

You often come into my mind with your big smile and laugh. I have lost a wonderful person who was a part of me. You were someone who believed in the goodness of people and trusted, even when warned of danger. I am angry and saddened that I could never convince you of the danger that lurked in your life. I am heartbroken that I will never see you smile or hear you laugh again. I feel so much anger that you had to die such a violent death from someone you trusted. You should have been allowed to live to enrich the lives of all those you had touched.

When I came home from Virginia I would sit in the house and cry some more. It was like being struck by a lightning bolt and being blown into a million pieces. It was as if a hole had been ripped in me, as if all my skin had been seared with flames. Every cell in my being was rearranged. You were part of me and now you had been fiercely torn from my soul. How was I ever going to heal? Would I ever smile again? I used to go to work and cry while I was working. I didn't know if the tears would ever stop.

Eventually the tears would stop for short times, but they always come back. They still do. I can be going about my day and some small thing will trigger a memory of you and I will start to cry. Just as it takes an enormous amount of time to heal seared skin, it will take as long and maybe longer to heal my seared soul. The violence that took you from me is not a one-time act of violence. It has been repeated and affected me every day since.

After this first happened, I couldn't work. Some days I would just have to go home. I would go to work but I was not able to function. I have had to see a counselor to help me rearrange my life. Some of my close friends have gone because they don't understand the changes. I still have days when you are with me and I am not able to function. This act of violence will never be silenced. It is repeated in my head almost every day. My sleep at night is restless. My dreams are frequently riddled with images of you and your last moments; I wake up many times a night and often have trouble returning to sleep. I always feared that this day might come.

Jane, I hope that your death will not be in vain, that Jacquinda and others may learn from this tragedy. You did not deserve to meet such a violent end. Having to come here and speak to the court about this has brought it to the surface and renewed the pain that had started to heal. My wounds are open again and I am not sure if they will ever close.

*This statement was first published in the Summer 2009 Newsletter of Survivors of Homicide, Inc. in Connecticut. It is shared with the permission of Nancy McAlley.

Exercise 4

CPR Beyond This Classroom:

Victim Services Learning and Careers

Exposure to topics in class can introduce students to new potential career paths, including victim services or other professions that come into contact with victims. This exercise:

- Helps students think about planning their academic career by considering options for courses, internships, and service learning.
- Helps students discover campus and community opportunities outside the classroom through students groups and volunteering for community organizations.
- Helps students think about planning potential career paths beyond their college/university career.
- Links students to staff on campus and community members.

This exercise is for students to learn about how they could get involved, beyond the *Providing Care and Support for Victims of Crime* program in class, in supporting victims of crime on campus, in their community, and in the future. Faculty will need to revise the research and writing assignments for their own campus. This is accomplished through a research and writing assignment that addresses the following questions:

- What courses and programs are available at UMass Lowell that cover victimization and victims of crime? For this, you will have to use the course catalogue available through registrar's Web site at www.uml.edu/registrar and the search feature on the main UMass Lowell web page.
- What learning opportunities do UMass Lowell and your intended major offer for learning about victims of crime outside the classroom? This may include internships and service learning. Are internships offered or required in your intended major? What is the process for securing an internship?
- What non-academic opportunities are there to work with victims of crime or crime victim issues at UMass Lowell and in the surrounding community? What organizations on campus and in the community support victims? Do they have opportunities for people to get involved, perhaps as volunteers?
- What jobs or careers might include work with victims of crime? Identify one and interview someone in that position or career. In what capacity does that person work with victims of crime? What has been that person's experience working with victims of crime? What advice does she or he have for someone interested in this career?

After considering the answers you found to the questions above, are there any other opportunities for education or careers on victim services you think should be available at UMass Lowell or in the surrounding community? Why?

Exercise 4

CPR Beyond the Classroom: Victim Services Learning and Careers

In a written assignment, please address the questions below. Note that this is not an assignment that can be completed the night before the due date, as it requires you to do some research and conduct a short interview.

- What courses are available at UMass Lowell that cover victimization and victims of crime? For this, you will have to use the course catalogue available through registrar's Web site as well as searching the UMass Lowell Web site.
- What learning opportunities do UMass Lowell and your intended major offer for learning about victims of crime outside the classroom? (Be sure to specify your intended major; if you have not chosen a major, select one of the ones you are considering.) This may include internships and service learning. Are internships offered or required in your intended major? What is the process for securing an internship?
- What opportunities support victims of crime are available at UMass Lowell and in the surrounding community? What organizations on campus and in the community support victims? Do they have opportunities for people to get involved, perhaps as volunteers?
- What jobs or careers might include work with victims of crime? Identify one and interview someone in that position or career. In what capacity do they work with victims of crime? What has their experience working with victims of crime been? What advice do they have to someone interested in this career?
- After considering the answers you found to the questions above, are there any other opportunities for education or careers on victim services you think should be available at UMass Lowell or in the surrounding community? Why?

Exercise 5

Services Evaluation for Victims of Crime

Faculty Guide

The purpose of this exercise is for students to:

1. Learn what resources are available to support victims of crime on campus and in the surrounding community
2. Understand what it is like, and the difficulties that can be encountered, in trying to locate and access resources for victims of crime.
3. Become familiar with the physical layout of campus and locations of campus services.

Note that this can also be done in an online course or an in person course without a requirement to physically seek services out on campus.

This assignment provides students with a victimization scenario and asks them to find what resources would be available to provide support to the victim.

Step 1:

Create a victimization scenario or scenarios. This can be as simple as telling students to find resources to help a victim of crime to as elaborate as creating a one-page description of a particular victim (or victims) and the challenges they face. This may mean selecting a particular type of victimization or particular characteristics of a victim that would impact that person's ability to access services. For example, a victim of domestic violence would have some services specific to domestic violence she/he might want to access, such as a shelter. A victim of crime who speaks limited English may have a difficult time finding services she/he can understand and be comfortable using.

It is often helpful either to create a number of different scenarios or have students work on scenarios in groups. Otherwise, even in a class of only 20, the resources students are contacting may become overwhelmed or annoyed by being asked to answer the same questions from so many students. Another way to help avoid this is to encourage students to research as much as they can about resources ahead of time on the Internet, before calling or visiting. This is not as much of a concern for campus-based resources, but can become an issue for off-campus community resources. The use of multiple scenarios also lessens the temptation for students to rely on the work of someone else for the assignment, instead of doing their own.

Step 2:

Have students locate resources that would be able to provide help and support to the victim(s) in the scenario(s) you have created. You may want to limit this to campus-based resources, or also may want to include the surrounding community. Encourage students to think broadly about places that may be able to provide victims of crime with support and help. For example, victims may be able to get help from their health or property insurance company, not just the police, victim witness advocate in the courthouse, or local domestic violence shelter or rape crisis center. When searching for resources, students should find out at least the following information:

- Location
- Hours of operation
- Eligibility guidelines
- What service(s) are provided

Make sure that students know not to present themselves as a victim when searching for resources. They should be honest that they are searching for resources for victims of crime as part of an assignment for a college course.

Some categories of resources and services that students may uncover include:

Campus Resources

- Campus Counseling Center
- Campus Ministry
- Campus Police
- Dean of Students/Student Affairs
- Registrar
- Residence Life
- Student Conduct/Judicial Affairs
- Student Health Services

Off Campus Resources

- Attorneys in private practice
- Child advocacy centers
- Community health centers
- Counselors and therapists in private practice
- Crime victim compensation programs
- District attorney's/Prosecutor's offices
- Domestic violence shelters

- Employee assistance programs
- Family justice centers
- Hospitals
- Medical practitioners in private practice
- Peer support groups (e.g., MADD, Survivors of Homicide, Parents Of Murdered Children)
- Police/Law enforcement
- Private insurance (property or health)
- Rape crisis centers
- Victim services providers
- Victim-witness advocates (through the criminal justice system)

Step 3:

Have students provide their assessment of what support and help is and is not available for the victim(s) in their assigned scenario. This may address questions such as:

- Was it difficult to find and access resources? Why?
- Is it difficult to qualify for services? Why?
- What services do you think the victim in your assigned scenario may need that were not available?
- How do you think having to go through the process of finding and accessing services might make the victim of crime in your scenario feel?

Exercise 6

CPR Guest Speakers

Faculty Guide:

The first-year seminar helps to set the tone for students' college careers. As such, it is important for faculty to introduce concepts and practices important to the college or university and students' careers there. The use of guest speakers in a first-year seminar can introduce students to campus and community resources, demonstrate the important linkages across campus and between town and gown, and model faculty-staff and faculty-community collaboration.

There are multiple options for guest speakers that could enhance the classroom experience.

Option #1

Work with an on-campus guest speaker to co-present the *Providing Care and Support for Victims of Crime* PowerPoint program. This would require sharing copies of the *Providing Care and Support for Victims of Crime Curriculum Kit* with the co-presenter and coordinating and practicing ahead of time.

Option #2

Create a panel of guest speakers of on-campus services, off-campus victim services agencies, other appropriate off-campus providers, or a combination of these. Examples of potential speakers in each group are listed below, along with contact information for UMass Lowell and local off-campus resources. Faculty will need to create their own list of potential speakers based on the on-campus and off-campus victim service agencies and other appropriate providers.

On Campus Services

Dean of Students/Student Affairs

Cumnock Hall, North Campus
978-934-2100

The Counseling Center

363 McGauvran Student Center, South
Campus
978-934-4331

Student Health Services

335 McGauvran Student Center, South
Campus
978-934-4991

Campus Ministry

McGauvran Student Center, South Campus
978-934-5014 Protestant Campus Minister
Imogene Stulken

Police

Ball Hall, North Campus
978-934-2398

Off Campus Services

Child Advocacy Center Staff

Middlesex Children's Advocacy Center,
Middlesex District Attorney's Office, Child
Abuse Unit
781-897-8400

Child Protective Services Staff

Department of Children and Families
Lowell Area Office
978-275-6800

County Victim-Witness Advocates

Middlesex County District Attorney's Office
781-897-8490

**Crime Victim Compensation Program
Staff**

Office of Attorney General Martha Coakley
Victim Compensation & Assistance
Division
617-727-2200 ext.2160

Domestic Violence Shelter Agency Staff

Alternative House
978-937-5777 (ask for Kathy McCarthy or
Maria Crooker)

Police

Lowell Police Department
978-937-3200

**Prosecutors (e.g., District Attorneys,
State's Attorneys)**

Middlesex County District Attorney's Office
781-897-8300

Rape Crisis Center Staff

Center for Hope and Healing (formerly
Rape Crisis Services of Greater Lowell)
978-452-7721 (ask for Daniel Basil
Hamilton)

Other Victim Services Agency Staff

FOCUS Program, Mental Health
Association of Greater Lowell
978-458-6282 (ask for Angie Mayorga)

Exercise 7

Being a First Responder:

Reaction Paper

Faculty Guide:

The *Providing Care and Support for Victims of Crime* program aims to make students aware of the needs of crime victims and then see themselves playing important roles in supporting crime victims to help make our community a safer place. The purpose of this exercise is to reinforce that message.

In a one- to two-page reaction paper, please address the following three questions:

- 1) Why do you think it is important for victims of crime to receive support from others?
- 2) What role can you play in supporting victims of crime on our campus?
- 3) What do you think the university can do to help support victims of crime?

Exercise 8

Design Your CPR Plan

Faculty Guide:

One of the goals of the *Providing Care and Support for Victims of Crime* program is to help students develop skills to appropriately respond when someone in their life discloses an experience with victimization. For many students, this will be the first time they have thought of themselves in this role as a “first responder” to a victim of crime.

As we know, learning is more likely if there is more than a one-time, in-class exposure to an idea or information. To help reinforce for students the notion that they can be helpful sources of support, this exercise requires them to think more concretely about how they would respond to someone who discloses an experience with victimization.

This exercise can be extended by having students discuss their plans together in small groups. This further empowers students in the role of providing helpful support by learning ideas from others and hearing peers modeling supportive behavior.

Either as an in-class exercise or a homework assignment, have students write their own CPR plan. Their plan should include what they would say and then any actions they would take if someone in the student’s life disclosed an experience of victimization. In order to take action, students should either create a resource list as a part of the assignment or explain what steps they would need to take to create a resource list. Faculty may alter the assignment by providing students with a scenario where someone shares about a victimization experience, such as a roommate or friend sharing about a sexual assault.

Exercise 9

CPR Quiz

Faculty Guide:

One of the goals of the *Providing Care and Support for Victims of Crime* program is to help students develop skills to appropriately respond when someone in their life discloses an experience with victimization. For many students, this will be the first time they have thought of themselves in this role as a “first responder” to a victim of crime.

Most students (like most people) are not initially comfortable with the idea of themselves as a resource for support for victims of crime; or they may think they know how to be helpful but their well-intentioned actions may not be perceived by victims as supportive. As a part of the *Providing Care and Support for Victims of Crime* program, some ideas and examples are provided about what is and is not helpful support for victims of crime. This quiz reinforces those ideas by asking questions about appropriate responses to victims of crime.

This quiz is best used as a discussion tool to remind students that what they say and do, and how they say and do it matters to victims of crime.

Exercise 9

CPR Quiz

1. Which of the following is an appropriate response when someone tells you that she/he has been a victim of a crime?
 - a. "Oh no! That's terrible!"
 - b. "You must be so strong. I would be a mess."
 - c. "That happened to someone I know and they are fine now so you will be OK."
 - d. "I am so sorry. What can I do to help you?"**

2. If someone tells you that she/he has been a victim of crime, but has not reported it to the police, you should:
 - a. Tell that person to call the police right away
 - b. Call the police to report the crime yourself
 - c. Tell that person if she/he wants to report it to the police, you can go with her/him**
 - d. Tell that person that the police are not much help to crime victims

3. Empathy is:
 - a. Expressing sympathy for a person's loss
 - b. Offering helpful advice to someone who is suffering
 - c. Being a "touchy-feely" person
 - d. Identifying with the emotional response of another person**

4. A typical response for someone to have from being a victim of a violent crime is:
 - a. To show no emotion
 - b. To cry hysterically
 - c. To act like it was not a big deal
 - d. Any of the above**

5. In order to help someone who has been a victim of crime, I should:
 - a. Listen carefully to what she/he has to say**
 - b. Ask lots of questions so I am clear on what happened
 - c. Share stories of how I've overcome tough times in the past
 - d. Remind her/him that things could be worse

6. If someone starts to cry while talking to me about when she/he was victimized, I should:
 - a. Do whatever I can to help that person stop crying
 - b. Crack some jokes to get that person to smile
 - c. Offer that person a tissue, wait patiently, and keep listening**
 - d. Avoid eye contact and make it clear crying makes me uncomfortable

7. One appropriate way to demonstrate warmth when someone tells me about a victimization is to:
 - a. Thank that person for being willing to tell me**
 - b. Throw my arms around that person and hug her/him
 - c. Tell that person the secret is safe with you
 - d. Let that person know that you were the best choice to tell

8. An example of a victim-blaming statement is:
 - a. This was not your fault
 - b. Help me to understand – why were you there so late?**
 - c. I believe you and I will do my best to help
 - d. What happened to you is not OK and I hope you know that

9. An appropriate campus resource to help victims of crime at UMass Lowell is:
 - a. Counseling services
 - b. Student health services
 - c. Campus police
 - d. All of the above**

10. If you do not know what to do after someone tells you about an experience with victimization, you should:
 - a. Call that person's parents to tell them so they can help
 - b. Talk to your other shared friends so you can help together
 - c. Call a victim hotline or campus counseling center for advice and guidance**
 - d. Do nothing